DOCUMENT RESUME

ED 419 867 UD 032 342

AUTHOR Keller, Steven; Tres-Brevig, Maria da Penha
TITLE A School Called "Inclusive": Pio Pico Elementary School.
PUB DATE 1998-00-00
NOTE 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
PUB TYPE Reports - Evaluative (142) -- Speeches/Meeting Papers (150)
EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Case Studies; *Cultural Awareness; Disadvantaged Youth; Elementary Education; Elementary School Students; *Equal Education; *Hispanic Americans; *Inclusive Schools; Low Income Groups; Minority Groups; Multicultural Education; Public Schools; *Teacher Expectations of Students; Urban Schools

ABSTRACT

Pio Pico Elementary School, Santa Ana (California), is a public school that provides a rigorous academic program for every one of its low income Latino students by embracing the multifaceted offerings of the community in a spirit of equity for all, inside and outside the classroom. This qualitative study explores the complexities of Pio Pico School to better understand what makes it successful in nurturing a compassionate and inclusive community. Observation of the community and a neighborhood association meeting set the stage for observation of the school. Conversations with the school staff show the importance of high expectations for staff members and for students. In spite of the fact that over 90% of the families at the school live at the poverty level, expectations at home and at school are the same for these students as they are for students at much more affluent public schools. The cooperation between the school and the University of California at Irvine is another thing that enhances the meaning-centered instructional and curricular program. This synergy means that quality projects are constantly completed and shared with others. (Contains 13 references.) (SLD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 419 867

A School Called *Inclusive:*

Pio Pico Elementary School

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
X This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY
Steven Keller
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
1

Števen Keller
University of California, Irvine
Education 290 A-C
Final Project F
Maria da Penha Tres-Brevig, Ph.D.
Revised March 1998

UD032342

Introduction

> *Pio Pico supports the desire of all parents for a better life for their children. When the school was still in its planning stages, the school's principal went door-to-door throughout the attendance area, introducing herself to the parents and neighbors and inviting them to meet the staff at a "family night" she had scheduled for that purpose* (Five Year Summary Analysis, 1997).

School A is better than *School B*, not because of the students but because the staff at *School A* is better. A five year old in Santa Ana, California is not very different from a five year old in Little Rock, Arkansas or Boise, Idaho. Of course children may arrive to school with different experiences depending on their surrounding environments and parental support; nevertheless, kids are kids! With this small piece of biased information, we arrive at *School A*, Pio Pico, a public elementary school located in the heart of the Santa Ana, California.

JoAnn Aguirre and Tom Shively, my two research colleagues, have well described the neighborhood of Pio Pico Elementary School (PPES), including the history surrounding the school and community. This information is certainly important contextually speaking. What is more important are the positive and powerful relationships that exist within the school as well as between PPES and the entire community encompassing the school (Starratt, 1994).

The goal of this particular research project is to better understand the importance and significance of equity and inclusiveness in our public schools. Too often schools exist in a box, unaware of the larger community that is an integral piece of the school program. This almost xenophobic and non-inclusive posture maintains a *status quo* organization unwilling to respond to the real needs of the

school community. Pio Pico Elementary School challenges this system of oppression and exclusion by embracing the community's multifaceted offerings. Further, PPES provides a rigorous academic program for every one of its low income, Latino/a children. It is this spirit of equity for all--inside and outside of the school--that places PPES on the map as a model program for other schools to emulate, regardless of their demographics or geographical location (Apple & Beane, 1995). Pio Pico Elementary School is indeed the school I would want my own son to attend.

Method

Various qualitative methods have been utilized to better understand issues of equity and inclusiveness at PPES. Document analysis, the first method, will examine memos, letters, staff meeting agendas, documents to and from staff, grant proposals, the Master Plan, Five Year Summary Analysis, assessment tools and outcomes, and newspaper clippings. "The most important use of documents is to corroborate and augment evidence from other sources" (Yin, 1994, p. 81). Observation is the second method utilized. Visits have been made to PPES and its neighborhood during the regular school day, before and after school, as well as during evening and community events. Geertz (1973) highlights this approach to observation: "It is not important to know everything in order to understand something" (p. 20). As researchers we must also, as Wolcott (1994) asserts, "distinguish between observed and inferred behavior" (p. 169). That is, we must reflect on how we, as observers, are interpreting what we are in fact seeing or

hearing. The final method used in this study is the interview. Staff, students, parents, and community members were interviewed regarding issues of inclusion and equity. The interviews were conducted in an "open ended nature" format (Yin, 1994). I agree with Stake (1995) that it is the interview process that "is the main road to multiple realities" (p. 64). [1] There is no singular truth (please see Stringer, 1996).

This qualitative study attempts to *understand* more than anything else. More specifically, quantification, verification, and the search for validity are not at the core of this work. The complexities that comprise a particular school are unique, as Stake (1995) reminds us. Further, the intent here is not to provide a passing or non-passing grade on the inclusiveness and spirit of equity at PPES. Rather, the intent is to examine one school's attempt to nurture a compassionate and inclusive community that will perhaps assist other school leaders to, if nothing else, consider. The story I am about to tell is not only remarkable, but important for all public educators to hear. Ideally this will be a story well told, allowing the reader to construct his/her own meaning and encourage further discourse with colleagues and fellow educators.

[1] I want to note that my *style* of research attempts to "go native" more times than not. Due to the fact that I am a 6'4", male Anglo, remaining as discrete as possible was not easy. I accomplished this by sitting a lot, never taking copious notes in front of informants, and speaking Spanish when appropriate. Only when I returned to my car (and later my computer), did I actually diligently record, describe, analyze, and interpret (Wolcott, 1994) my findings. I found this not only a comfortable format for me to complete my research, but also the most effective manner in which to procure authentic voices (please see J. Aguirre's section) from the entire community. Paraphrasing Dr. Penha, my *style* was the main instrument utilized in my research study. It should also be noted that I found myself "shifting and adjusting" my interview questions (in English and Spanish), the intent, the tone, and the body language I used. Finally, I purposely avoided interviewing the positional leaders (Principal of PPES and Boys and Girls Club Director) in favor of "average folks". This David Letterman (CBS) or Huell Houser (PBS) approach to interviewing, I strongly believe, provides this paper with real voices from the PPES community.

The Community

The Streets

"¡Pa-le-tas! ¡Pa-le-tas!," the long haired, Latino shouts to the streets while simultaneously ringing a bell relentlessly. The slender, yet well groomed, young man pushes a cart down Flower Street trying to entice buyers in their homes or on the streets. He is the Latino version of the ice cream man, except he is selling only popsicles. The streets, as is the case on most weekday afternoons around 5:00 P.M., are sprinkled with families on their front porches or yards, children playing various games, several mothers pushing their babies in strollers, and in some spots, groups of males finishing their laborious day off with a cold beer or two. Mr. Flores[2], appearing to be in his mid-40s, says that he deserves the break at the end of the day. In English he shares, "I don't drink a lot everyday. This is just my break before I spend the evening with my family." As I leave, Mr. Flores says to his other friends, "I have to go to the market, and then I got to make sure my kids do their homework. See you guys tomorrow." Three other men agree that now is a good time to leave for home. One younger man grabs an empty stroller from the side of the house and pushes it towards his home.

Weekday mornings around Pio Pico Elementary School (PPES) are very different than the same time on the weekends. The pace is more business-like and full of motion. Mothers are walking their children to school, by foot and often accompanied by a stroller. On my morning stroll of the surrounding area, only two fathers are observed taking their children to school. I asked one of the fathers if he takes his children to school everyday.[3] He tells me in Spanish that the area is very

[2] All names contained herein are changed to ensure anonymity.
[3] All Spanish questions and responses are translated to English for reading ease in this paper. Although I am not perfectly fluent, I am considered conversant in Spanish and therefore can translate adequately.

safe, he is not worried, he just wants to ensure his daughter arrives on time.[4] He continues to explain that he wants to check on his daughter's progress. He said she had not been bringing homework home the last two evenings. The daughter, who appeared to be in the fourth grade, said to me in English, "Isn't my dad mean?" Taking myself out of my objective observer role, I tell the beautiful, brown eyed girl that I wish there were more dads like the one she has. She hardly manages a grin after my words.

The Community Neighborhood Association Meeting

Moving away from the streets and on to the campus I attend an evening function entitled the *Pio Pico/Lowell Neighborhood Association Meeting*. In the back of the multipurpose room are stacks of chairs for more visitors if needed, some individuals standing, and three empty strollers parallel parked. At this meeting approximately eight apartment complex managers share stories from the trenches.[5] Other representatives from the city, local neighborhood watch organizations, various parents, and Lowell Elementary School (the neighboring school just adjacent to PPES) attend as well. Push-cart venders, such as the *paleta* seller previously mentioned, were also invited but I did not observe any at the meeting. This is the first time I see PPES's principal in action. She is a Latina trapped inside an Anglo woman's body. Her Spanish is clear, vibrant, and persuasive.[6] Her commanding presence quiets *and* ignites the room when appropriate. Within ten minutes of the meeting everyone is introduced and a spirit of inclusion fills the

[4] It is interesting this father shared with me that the area was safe. I never asked this question. The specific question was, "Do you always take your daughter to school?"

[5] A commonly used word by staff, the principal, and the documents studied is "hub". At this meeting, a "hub" atmosphere was quite apparent as several worlds came together as one.

[6] As a public school principal I am constantly appalled at my, for the most part, pathetic colleagues (fellow public school administrators). PPES's principal, however, is perhaps the most impressive site administrator I have yet to encounter. It was hard for me to maintain my objectivity during this hour and a half meeting due to my sincere envy of this tireless, ethical, and model educational leader (see Starratt, 1993).

room. During the introductions, a young mother sitting in the front says in Spanish, "I don't know if I should be here because I'm not really an apartment manager, I just live in one..." The principal quickly responds in Spanish and with a tremendous smile, "Please, Dolores, you are *definitely* needed and I certainly thank you for coming, really!" The body language of Dolores quickly moved from a slouch to an upright position. She belonged!

The first item of business this evening was a student research presentation regarding the ills of graffiti. Indeed this was a sensitive theme to those in the audience. As was the case with the entire meeting, the students spoke first in Spanish and then in English. The principal followed the students' presentation with a brief discussion of "formal" and "informal" gangs, using her terminology. Many men and women alike nodded their heads in agreement with the principal as she verbalized the characteristics of these two groups that, although troublesome, were part of the PPES community. Unlike previous schools I have visited and sometimes worked at, the PPES community--from the principal to the apartment owners--maintained no denial that gang members resided and loitered in their streets and neighborhoods. This "truth" is often avoided or misrepresented in other public schools and communities, thereby consciously *excluding* undesirable characteristics of a community.

"We are in this together," was the reoccurring phrase of the meeting. This was especially important as a first-time participant--a middle aged Latina--in these meetings on several occasions argued for assistance from the school specifically for her apartment complex. The principal reiterated the need to be a collective front and work together, not just at one site. The apartment manager complained that nothing has worked thus far in her neighborhood; that is, graffiti, crime, and "home-boys" hanging out in front of the buildings continue to plague her complex.

The principal returned to the purpose, "This is a collaboration with the schools, the city, and the community." The previously frustrated apartment manager smiled and agreed with the principal. She was done venting. Solutions were now the main topic thanks to the principal's persuasion.

One of the highlights of this visit was the candidness of the principal. Nothing was hidden; everything was out in the open. A recent arson fire at Lowell Elementary School, a recent shooting across the street from PPES, and the lack of police and city support at the adjacent park were discussed at length. The principal shared that the city would now be cleaning the park every Sunday evening. But she further stated in a very agitated voice that the lack of the police and fire departments' support in recent weeks would not be tolerated any longer. She said that there was "no follow-through...this is a struggle here...we must together unite..." Her revolutionary tone excited the crowd, while at the same time, put the middle-aged Anglo man from the City of Santa Ana on the defensive. His posture became less upright as the lambaste continued. The principal wanted action and was not receiving it. She demanded that the people present voice their opinion and do something to make the entire community better for everyone. Clearly the community included the streets surrounding the school itself, as well as the physical school site for the PPES principal.

This shift of inclusion--not necessarily noticeable when listening to other public school administrators--again returns us to the notion of the community beyond the sidewalks encompassing PPES (Mirón, 1997). At a district administrator meeting I attended recently a principal remarked, "As long as it [junior high students smoking marijuana and drinking alcohol] happens outside of my school, I don't care." Several other principals agreed with head nods. Thus, not only are many of our schools managed by technocratic administrators confined by campus

boundaries, bells, strict disciplinary consequences, and minutes on task, but now these same people are excluding and blatantly ignoring the larger community that the school is but a small, yet integral, part.

Bienvenidos a la Escuela

The Kids

Children between ages four and twelve arrive at Pio Pico Elementary School before 8:00 A.M. They are dressed in the standard school uniform--dark blue pants, shorts, or skirt, along with a white shirt or blouse. The shoe of choice is not recognizable as is often the case in affluent and middle class areas (e.g. Nike's *Air Jordans*, Reebok's *Shaq Attack*, or Vans suede skater shoe for the boys, or the ever-so-hot platform shoes for the girls). At PPES, the shoes' labels are undefinable and the attention to shoes is non-existent. As for the hair, it is pretty standard at PPES; the color is dark brown and black, for the most part straight. Only three children were observed to have curly hair. Of course each student looked different; however, the commonality of clothing, dark hair, and olive skin creates an appearance of a private school exclusively for Latinos/as. As we know, this is not true.

Students at PPES walk to school. Only one special education student takes a bus to and from school. Most of the primary grade students enter the school with a parent or guardian. More than half of the upper graders arrive with friends or sometimes alone. The common picture that is quite visible upon all students entering the school is that children are smiling--exposing their teeth (or lack of in a few cases), heads are tilted upward noticing the awe-inspiring school building,

carrying backpacks, books, and supplies, and waving to fellow friends, visiting adults and families, or staff members. The kids, in short, arrive at school ready to work, regardless of factors that may discourage them to do otherwise (e.g. ethnic stereotyping, over-crowded homes, poverty, violence, parent apathy, etc.).

Learning--Beyond the Two by Four[7]

Learning is ubiquitous at PPES. From the moment any student reaches the school grounds, some form of learning has manifested itself within the childrens' intellect. Whether it is how to treat one another in an ethical manner on the playground, how to greet an adult or staff member appropriately, or how to enter the main office and ask for assistance, students *are* learning.[8] The best example of this involved a brief conversation I had with Enrique, a ten year old student who greeted me in the PPES main office on my first visit. I was seated for no more than five seconds when he said, "Why you here? Lots of you guys come here. Why?" I told him that I wanted to see what made his school so special and asked if he could help me understand this. Enrique replied, "I don't know. This is the only school I ever been to. My mom don't want me to go anywhere else. [He paused for a few seconds and wondered to the next topic.] What junior high school do I have to go to?" We shared a brief chat about my job as a junior high school principal, being a student, and life in his community. After about three minutes the secretary returned with a note for him. He took the note and before he opened the door to leave he said, "I hope I see you again. I hope you're my next principal." As educators we too often forget that ten year olds can "read" a situation or person in

[7] "Two by four" is teacher-speak--*two* meaning the front and back of a textbook and *four* meaning the four walls that encompass the classroom. At PPES, two by four teaching is non-existent.

[8] Staff, students, parents, and community members were constantly observed taking advantage of a "teachable moment." On one occasion, I heard a 5th grade male student say to another younger boy on the playground, "Don't say *that* bad word. It's not nice." I was unable to determine what the *bad* word was due to my distance from the conversation.

just a few moments and draw several conclusions (as we old-timers do as well). Enrique was certainly quick to judge in this situation. More importantly, flattery towards a novice researcher is certainly destined to earn him a place in a research project!

In the classroom, textbooks are not visible. Instead, an intense instructional program utilizing meaningful and engaging supplemental materials is the norm. In the primary grades instructional aides, certificated teachers, and parents are present in all classrooms. It is difficult to determine who is who--teacher, aide, or parent? All adults are noticeably working with small groups on various tasks. Within these groups, the expectations are no different from the other small groups--high academic and behavioral standards are demanded and maintained. In the upper grades, students work collaboratively and cooperatively with one another on various projects. Although the adult to student ratio is not quite as high as was the case for the primary grades, there nevertheless exists a strong presence of "others" (e.g. University of California at Irvine students and parents) beyond the classroom teacher. In the upper grade classrooms, the parents are seen in more of a support role than in a direct instructional role. That is, the adult helpers in the upper grades are regarded by the students more often as a resource than anything else. In the primary grades, the adults were regarded as a teacher.

The integration of instruction, as well as monies to fund various programs, is a focus contained within PPES's Master Plan. In fact, the only program that is noticeably separate (via a pull-out model) is the Helping One Student to Succeed

(HOSTS) reading program.[9] Title 1, Title VII, the School Based Coordinated Program, and grant monies are "pooled" together, according to the Title VII Project Coordinator. The rationale for this is to ensure that all students have access to the extra- and co-curricular programs, and not just the "at risk" population that is often the exclusive benefactor in other public schools. The Title VII Project Coordinator also shared that alleviating specific program, pre-qualifying assessments eliminates the chance that student "A" will not receive needed services based on the results of a narrowly focused and often times biased test. That is, by providing supportive materials and programs within all the classrooms, as opposed to pull-out methods, all students receive extra assistance and materials. This clever and inclusive application of school-wide funding ensures equitable program funding and resources for *all* students.

The focus on learning is clearly evident in every class visited. That is, upon each unexpected and expected visit to a classroom, the teacher and support staff were diligently teaching, facilitating, or supporting students. The spirit of Paulo Freire (1997) is alive and well at PPES. During a visit to the University of California, at Irvine, the PPES principal stated, "We embrace the teachings of Paulo Freire at our school." Extrapolating my superficial understanding of Friere's work, the students at PPES are strongly encouraged to learn, ask questions, understand, and create. Direct instruction is rarely visible in the classroom. Instead the focus is on the responsible student to make choices that will provide a desirable result for the student, team, and/or community. More importantly to the PPES mission, the

[9] The HOSTS program, which is often noted as the "marquee" program at other HOSTS schools in California, is but another piece of the veritable cornucopia of offerings at PPES. The HOSTS program at PPES already has 90 adult mentors that provide one or more hours each week for students in need of support in reading. This sends a jealous note to my professionalism as we have had HOSTS operative at my school for three months longer than PPES, yet we have only 85 adult mentors . Moreover, Fullerton provides a broader community in which to recruit mentors than does the area surrounding PPES. It should be noted that the majority of the HOSTS mentors are students from the University of California at Irvine's "Bridges" program.

tireless hours of preparation and teaching is to liberate these often negatively stereotyped students from the ills of oppression and the *status quo* that deny them multiple choices in life. Students are not only expected to become powerful readers and writers in order to procure a job or career for example, they are expected become powerful readers and writers to make (y)our world better. This is indeed admirable in that these children attend a low-income, often characterized as a *barrio* school. They are not necessarily afforded the opportunity of traveling beyond their immediate community unless it is via the internet (which is just now becoming accessible school-wide at PPES) or via school field trips. Thus, the manner in which global learning and global action are embedded into the students' learning is a perfect example of the noticeable Paulo Freire *way*. The academic (learning and social action) expectations are perhaps higher at PPES than at any other school I have yet to visit.[10]

Staff Expectations

"A lot of people move up and out of here," shared a quasi-administrator. She continues, "Just last night our assistant principal is now a principal." Pio Pico Elementary School is certainly a high profile school. Some PPES staff members moonlight as adjunct professors at local colleges and universities. Several previous PPES staff members are now working as administrators or maintaining leadership positions at other schools throughout Orange County. This can be a blessing and a detriment according to one staff member. She said, "Just when we get the team

[10] For example, students are active in constructing their own meaning, as opposed to the more traditional and dogmatic approach to learning. Additionally, students are actively engaged in social issues as evidenced by student performances and classroom projects.

where we want it, one of us up and leaves for more money and better opportunities."

Not only is PPES a splendid training ground for future school leaders, it is also considered both the ivory tower and the school to avoid if you are looking for an easy teaching position. A teacher at another elementary school in Santa Ana stated, "They [PPES staff] think that they are *research central* for Orange County. The district funnels a lot of money into that school. If they did that at my school we would outperform them." Another administrator in the Santa Ana School District shared, "They are good. But...well...never mind." Her reluctance to finish her response signified, perhaps, her envy towards PPES. At the same time, everyone interviewed (people at PPES and outside) agree that when a personnel opening at PPES occurs, many within the district consider the move, but only a handful seriously inquire. The reason is simple: people know they will have to work hard, think critically, read and study the literature, work long hours, and be a collaborative team member at PPES. "This is the culture of Pio Pico. When you come here you know it's business and kids first. We don't do well with dead weight," summarized a current PPES employee.

It is within this "selectivity" process that I argue PPES is a (large) cut above other like-schools. Classified and certificated staff know the daily rigors of working at PPES. There is an expectation before a staff member arrives. The PPES culture is known throughout and outside of the district. Therefore, this informal selectivity exhibits itself in the quality of teaching, learning, and community. Imagine if just five incompetent employees arrived at PPES, which happens at many public schools. Compound these sub-par teachers with five more the following year, and add a secretary that is reassigned to PPES due to her poor parent communication skills exemplified at her previous school. Then what do we have? A very different

PPES for sure! Finish this hypothetical discussion with perhaps the biggest question of all: What happens when the award winning principal leaves? Do the walls of isolation and fear within the school community manifest their weary head as they do in many other urban schools? Is PPES the work of just one extraordinary leader? Time will tell for sure. The point here is to remind the reader that PPES maintains an informal staff selection process that weeds out dreg-like employees looking for an honest day's pay for a not-so-honest day's work. As a classified employee emphasized, "People don't punch in and out at Pio Pico. We give blood if needed." Let it be known!

Summary

"How will you [Pio Pico Elementary School] create the legitimacy and the authority you need to continue--and to expand--the work you find most important?," the question reads. The answer is as follows:

> ***Inclusion.*** *This is essential to creating the legitimacy and the authority we need to continue and expand our work. By reaching out, listening to and acting on all voice (stake-holders), we will be able to share our work towards achieving our vision. In addition, we will continue to expand the inclusion of our district, parents, and university partners in the cycle of inquiry to monitor and adjust in order to improve education for each of our students* (Five Year Summary Analysis, 1997, bold-type added).

The Pio Pico Elementary School staff and neighborhood maintain a model synergistic relationship. Over ninety percent of the PPES families live at or below the poverty level. Yet the expectations at school and at home are the same--academically and socially high, similar to most affluent-type public schools. The added piece of utilizing the University of California at Irvine students in PPES's learning process only enhances the already thinking meaning-centered instructional and curricular program.[11] It is because of this synergy that quality projects--student, school, and community-based--are constantly completed and shared with others.

It is hoped that the story presented raises new and old questions pertaining to quality education for all kids, as well as the creation of a better quality of life in the communities surrounding our public schools (Mirón, 1996) . The **absolute** connection between school and community cannot be ignored. The PPES story highlights a model academic and community-inclusive program for other schools to consider. Today, not tomorrow, public education leaders must move beyond the sidewalk that acts as a moat around a castle. Let the community into our schools; let the schools into our communities. Demolish the barriers and let the revolution begin!

[11] See Dr. Janet Kierstead's written work as well as her work specifically at PPES.

References

Apple, M. W., & Beane, J. A. (1995). *Democratic schools.* Alexandria, Virginia: ASCD.

Freire, P. (1997). *Pedagogy of the oppressed* (20th Edition). New York: Continuum.

Geertz, C. (1973). *Thick description.* In C. Geertz (Ed.), The interpretation of cultures (pp. 3-30). New York: Basic Books.

Mirón, L. F. (1996). *The social construction of urban schooling: Situating the crisis.* Cresskill, New Jersey: Hampton Press.

Mirón, L. (1997). *Resisting discrimination: Affirmative strategies for principals and teachers.* Thousand Oaks, California: Corwin Press, Inc.

Pio Pico Elementary School (May 7, 1997). *Five year summary analysis.*

Pio Pico Elementary School (June 5, 1996). *Master plan.*

Stake, R. E. (1995). *The art of case study research.* Thousand Oaks, California, Sage Publications.

Starratt, R. J. (1993). *The drama of leadership.* Washington, D. C.: The Falmer Press.

Starratt, R. J. (1994). *Building an ethical school: A practical response to the moral crisis in schools.* Washington, D. C.: The Falmer Press.

Stringer, E. T. (1996). *Action research: A handbook for practitioners.* Thousand Oaks, California: Sage Publications.

Wolcott, H. F. (1994). *Transforming qualitative data: Description, analysis, and interpretation.* Thousand Oaks, California: Sage Publications.

Yin, R. K. (1994). *Case study research: Design and methods.* Thousand Oaks, California: Sage Publications.